The Union of the Cultures in the School: Education and Audio-visual Communication

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ABSTRACT: The item in the environment which is going to turn this work is multiculturalism, namely, the existence of several different cultures in one nation or in the same geographical reality, which accepts diversity and tolerates the maintenance of the cultural identity of all and each of minority groups (Advanced Teaching English Dictionary, 1998 edition, Ed. SM page. 841).This happens in the school due to the current immigration movement. Therefore, after establishing the legal and theoretical base of our work, we will record the importance that schools have remedial education, thus justifying the need to implement our project. This first part will be more theoretical, and, with it, we will give rise to a second practice that is to be proposed in a draft standard for those centers that are displayed in various cultures. Our intention is that through it, our students (whether immigrants or not) be prepared to function in different social networks in which, within a dynamic of dialogue, contact with other schools exposures and via videoconference, so our students will have the opportunity to learn more about other cultures.

RESUMEN: El tema en entorno al cual va a girar este trabajo es la multiculturalidad, es decir, la existencia de varias y diferentes culturas en una misma nación o en una misma realidad geográfica, diversidad que acepta y tolera el mantenimiento de la identidad cultural de todos y cada uno de los grupos minoritarios (Diccionario Avanzado Didáctico de Español, edición de 1998, Ed. SM pág. 841). Este fenómeno se produce en la escuela debido al movimiento inmigratorio actual. Por ello, después de establecer los fundamentos legales y teóricos en los que se basará nuestro trabajo, haremos constar la importancia que en los centros educativos tiene la educación compensatoria, justificando así la necesidad de llevar a la práctica nuestro proyecto. Esta primera parte será más teórica y con ella daremos lugar a una segunda que será práctica en la que se propondrá un proyecto estándar para aquellos centros en los que se visualizan varias culturas. Pretendemos que a través de él, nuestros alumnos (sean inmigrantes o no) se preparen para desenvolverse en las diferentes redes sociales en que participan, dentro de una dinámica de diálogos, contacto con otros centros y exposiciones mediante videoconferencia; así nuestros alumnos tendrán la oportunidad de conocer más a fondo otras culturas.

KEY WORDS: Education, cultures, inmigratory, multiculturality, videoconference.

Introduction

For some time, Andalusia has become a land of welcome for immigrants, that is, it is felt the movement of population consisting of the arrival of people from elsewhere to settle here and improve, in the extent possible, their quality of life. This means that current immigration phenomenon in schools grows increasingly the socio-cultural diversity. This cultural diversity is determined from the name of multiculturalism as the existence of several different cultures in one nation, or in the same geographical reality, which accepts diversity and tolerates the maintenance of the cultural identity of each and every minority group.

School and Immigration

The increase in enrollment in our autonomous community of foreign immigrants of different nationalities has meant a change in the human landscape in terms of culture, customs, and ultimately how people view the world. This has made more important remedial education and that we, as educators, should propose this program of action towards our student body that includes, to a greater extent, students with special educational needs. The Ministry of Education and Science, a proposal from the Provincial Delegations, identified the additional resources and support for the development of the Compensatory Education, among which are the following:

- *Amount for additional operating costs of the center.*
- *Decrease in number of pupils per classroom, in all or part of school units in operation in the center.*
- *Provision of teacher support, according to the curriculum and organizational measures, contained in the Compensation Plan for Education.*
- *Strengthening of the Department of Counseling, or in his case, Team Educational guidance in the area.*
- *Prioritization of calls for the Education and Science related to the objectives of the decree cite later.*

Therefore, the compensatory education model should be inclusive, avoiding excessive concentration of students with special educational needs, always bearing in mind that there are areas, where, due to the demand of agricultural labor, attracts more immigrant students.

Regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all; also provide an effective education for most children and improve the effectiveness and ultimately, the cost effectiveness of the entire education system (UNESCO, 1994, Salamanca Declaration. World Conference on special educational needs: access and quality. Salamanca).

Bearing in mind the philosophy that unfolds in this model of school, Stinback (1999) (in his book "Aulas inclusive" Madrid: Ediciones Morata), advocates that parents participate by contributing ideas and thus serve the school with their knowledge and provide support to teachers. So, we will try that in every community are integrated into the school basic aspects of that culture, the culture of immigrants, through the adoption of models replicating in the classroom situations

from the area or country. The classrooms are very inclusive account of social and personal side of academics and functional education programs. That is why since the school has eliminated all the ways that may support the processes of exclusion.

Basic Legislative

– At the time of focusing on any proposed work is necessary, that the legal texts on this subject are collected. That is why we set the foundations below that in any way directed to the attention of the Student Immigrant Education:
   - The Spanish Constitution in Article 27.2 states that "education shall be directed to the full development of human personality in respect for democratic principles of coexistence and human rights and fundamental freedoms."

– In addition, Article 2.1 of the LODE specifies the purpose of educational activity: training on respect for fundamental rights and freedoms and exercise tolerance and freedom within the democratic principles of coexistence; preparation to participate actively in social and cultural life; training for peace, cooperation and solidarity of peoples.

– Similarly, Article 63.1 specifies that "in order to realize the principle of equality in the exercise of the right to education, the government will develop the actions of a compensatory nature in relation to individuals, groups and territorial areas to be located in disadvantaged social situations and provide economic resources to do so. Article 63.2 states that the policies of compensatory education will enhance the action of the education system, so as to prevent the inequalities arising from social, economic, cultural, geographical, ethnic or other."

– The Organic Law 10 of December 23, 2002, the Quality of Education stated in its preamble: "the rapid growth in school population from immigration demand of the education system new policy instruments, which provide an integrated, educational and social, of students from other countries who often speak other languages and share other cultures. Because the degree of social and economic integration of adults depends, in the medium and long term, on the capacity of integration, on the part of the educational system, children and teenagers from immigrant." Therefore, it includes foreign students in its Chapter VII of care to students with special educational needs.

– The General Conference of the United Nations Educational, Scientific and Cultural Organization, proclaimed the Declaration of the Principles of International Cultural Cooperation, whose first article sets out: "Each culture has a dignity and value, which must be respected and preserved. All persons have the right and duty to develop its culture. In their rich variety and diversity and in the reciprocal influences that they exert on one another, all cultures form part of the common heritage belonging to all mankind."

- The Law 9/1999 of November 18 Solidarity in Education in Andalusia collects among its objectives to enhance the value of multiculturalism, integration into the educational fact implies that the wealth of knowledge and respect for the cultures of minority groups as well as develop attitudes of respect and communication between all members of the education community, regardless of their personal abilities and their social or cultural background. As an initiative of this Law, and taking into account the above, the Ministry of Education and Science of Andalusia has launched from the 2000-01 school year the Andalusian Plan for Education of Immigrants in the Andalusian Autonomous Region.
- The same law, in its Article 17, says that "schools with students belonging to the Andalusian gypsy community, ethnic or cultural minorities or immigrants in their Draft Center measures to boost development and respect for the cultural identity of the student body, which promotes coexistence and to facilitate their participation in the social environment."
- Among the most prominent of the above Education Andalou Plan for Immigrants in the Andalusian region, we are substantiated to the extent that 2.1 points to the need for "training and specific advice to teachers of schools that cater to students of immigrant families."
- Decree 167 of June 17, 2003 on the establishment of the Organization of Care Educational pupils with special educational needs Associated Conditions Social Disadvantaged (BOJA of June 23) in his second title, the fourth chapter provides specific measures for students abroad, involving the development of educational programs, educational and organizational stability to permit the school to this group, as well as to facilitate the intensive learning of the language of the host country already in development, or to the preservation of their cultural identity

Theoretical Foundation.

We base our work on theory and, some authors that are fighters from their foundations for the new pluralistic society that welcomes us: Come from conviction, according to the Educational Plan for the Care of Immigrant Students in the Andalusian Autonomous Region, that ethnic and cultural diversity is transformed into something enriching what is needed as a recognition among equals, respect diversity and promote exchanges among all. Only then that multiculturalism becomes interculturalism.

Likewise, we will have as theoretical basis for the assertion of the Directorate General Educational guidance and Solidarity, "the sharing of such experiences can contribute positively in the educational community." In this way, the Directorate General of Educational Orientation and Solidarity has decided to publish a summary of key experiences, initiatives or projects that are taking place in some schools that promote intercultural education throughout the educational community and respond appropriately to education for immigrant students.

This project embodied in the model of inclusive education, we come to believe as Ferguson (1995) (Celebrating Diversity. A response. Remedial a Special Education, 16199-202) that celebrates diversity. Committing to do whatever is necessary to provide each student within the community the inalienable right of belonging to a group, not to be excluded, and provide a way of life in which we welcome everyone who arrives.

Justification Practice

Since the conviction of the need to take a different path in education to cultural diversity, we considered this proposed action. It is an intervention program in response to the needs of the area. Be dovetailed into the Project Center, specifically in the field of attention to diversity. It is targeting the needs of the center related to the adjustment of the educational response to intervention with foreign students in disadvantaged social situation. This program would be carried out in schools with high percentage of pupils from ethnic or cultural minorities, immigrants from other countries.

The purpose of this program is to work with students topics, such as, the existence of new cultures in our society, to prevent outbreaks of racist and xenophobic anxiety that impede the process of integrating these groups. Focusing on the exchange of experiences of students, as we have pointed out in the second of the goals set out in our program, in addition to focusing also on the third and fourth goal in order to develop support programs for learning Spanish and entrenchment of mother tongue, use it as a key resource videoconferencing.

We must bear in mind that information technology and communication are already strictly necessary for education, and not because it is a teaching tool for literally unprecedented possibilities, but because, in itself, navigation and efficient use Internet, among any of these technologies has become an educational content in the curriculum. A student who can not effectively use the Internet belongs to a new layer of social marginalization (new illiteracy), made up of individuals who do not master the new technologies.

The videoconference will be an everyday tool in the learning process, and students can connect with teachers than the usual centers and other institutions throughout their school day. Its use is easy, and the motivation for the student indisputable, especially if they are going through to connect with the points of origin with some of the companions.

It is important, before we continue, noting that to communicate with someone in real time across the network will use:

- If we want to see: a camera or webcam. - ADSL connection of 256 K and up.
- If we want to communicate orally also use a microphone.
- We need also to have installed a program on our computer, any payment, but also free, and can be obtained via the Internet. The best known is Netmeeting, but others are as CuSeeme, although it is to pay (an offer of proof, very rudimentary).

Once you have uploaded one of these programs only have to connect to the Internet, enter the program, and we will see people who are connected at the same time. With the aim of supporting the work of teachers, we propose an educational program for a quarter of that length is incardine from the Project Center throughout college to take you out, and that is to take place through activities aimed to exchange educational experiences that make it possible for immigrant students feel accepted and integrated by his peers, who also begin to learn their culture with this program. We emphasize that the development of these experiences for the exchange of culture shall be based on the use of ICT, and more specifically the use of videoconferencing. This practical program as graduates: "INTERACTION BETWEEN CULTURES: THE VIDEOCONFERENCE (II)"

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